

FRENCH INBO-CHINA

and secondary curriculum were almost identical **with** those of the Metro-

The **principally** used was *quoc ngu* and a little French.

To cut the Gordian **linguistic** knot,, Beau was willing to sacrifice *quoc*

ngu to use Chinese as the vehicle of traditional education, with

French for the Franco-**Annamite** system. Not that he wanted them to

working in watertight compartments, but rather to fuse the

two systems, taking care to safeguard the position of Chinese characters

as to the Annaixiites* ethical training. He was not able

to effect this in Cochinchina, however, where assimilation was still

in the saddle. But he did manage to add to the curriculum there

Western science which the natives were loudly demanding. The whole

under a Director of Public Education. In time **this** proved to be over-centralized, so a local organization

was set up for of the countries. The whole reform paralleled the administrative

decentralization. These changes were recommended by

the ^{*fe} *de l'Enseignement Indigène* made up of

under the chairmanship of members of lie

In the second meeting of this committee took up the problem

of school equipment, in all other matters clinging to the

evolved in **1906**. Teachers were the **system's** weakest spot.

imperfect, but they always had their

on a in the administration, and so never gave them-

to **The** Scholars could see nothing but the

of for form atrophied their thought

in their attitude towards

everything

Hie in the Franco-Annamite **in** the key positions there were the

French
out **the M&ropole.** There **no** contact
between them
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was the where stowed
up to remove of the
causes by
their **colleagues',**
by to in the state
To was formed at the new
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uf tht faa^ by time^ for **its**
*** cry** **in Ac**
met **by** «nd